

**Teacher Education Accreditation Council (TEAC):
DRAFT Alignment Matrix and Agreement for Discussion
Appendix C**

**DRAFT Alignment Matrix between the California Common Standards and TEAC's
Quality Principles (QP) and Standards of Program Capacity for Quality (SPCQ)**

If a California Common Standard is deemed to be adequately addressed by the TEAC QP or SPCQ, then a TEAC accredited institution has met that Common Standard in California. For those elements of the Common Standards that are not adequately addressed by the TEAC QP or SPCQ, the institution must identify where the element of the standards are addressed in the Inquiry Brief or submit an addendum including evidence that demonstrates how the institution meets the element of the Common Standards.

California Common Standards	TEAC Quality Principles (1-3) and Standards of Program Capacity for Quality (4)
Standard 1: Educational Leadership	
The <i>institution</i> and education <i>unit</i> create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks.	4.4 Fiscal and administrative The program must have adequate and appropriate fiscal and administrative resources that are sufficient to support the mission of the program and to achieve the goal of preparing competent, caring, and qualified educators, as indicated by the following: 4.4.2 The program must demonstrate an appropriate level of institutional investment in and commitment to faculty development, research and scholarship, and national and regional service. The program faculty's workload obligations must be commensurate with those the institution as a whole expects in hiring, promotion, tenure, and other employment contracts. 4.4.3 The program must have a sufficient quality monitoring and control system to ensure that the program has adequate financial and administrative resources.
The vision provides direction for <i>programs, courses, teaching, candidate performance</i> and experiences, <i>scholarship, service, collaboration, and unit</i> accountability.	
The <i>faculty, instructional personnel, and relevant stakeholders</i> are actively involved in the organization, coordination, and <i>governance</i> of all professional preparation <i>programs</i> .	TEAC requires evidence of oversight and coordination of the curriculum of the professional teacher education program. The entity responsible for the program may be an administrative department, school, program, center, institute, or faculty group. It may be as large as the entire college or university or as small as a committee of faculty and staff who have direct authority and responsibility for those aspects of the program that pertain to TEAC's quality principles. Because of the variety of structures among institutions, TEAC uses the term <i>faculty</i> to represent this entity. TEAC's standard for the quality of the program faculty is the presence of the following attributes in the faculty:

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	<p>4.2.1 The program faculty members must approve the <i>Inquiry Brief</i> or <i>Inquiry Brief Proposal</i> and accept the preparation of competent, caring, and qualified educators as the goal for their program.</p> <p>4.2.2 The <i>Inquiry Brief</i> must demonstrate the faculty's accurate and balanced understanding of the disciplines that are connected to the program.</p>
Unit leadership has the <i>authority</i> and <i>institutional support</i> needed to create effective strategies to achieve the needs of all <i>programs</i> and represents the interests of each <i>program</i> within the <i>institution</i> .	<p>4.4 Fiscal and administrative</p> <p>The program must have adequate and appropriate fiscal and administrative resources that are sufficient to support the mission of the program and to achieve the goal of preparing competent, caring, and qualified educators, as indicated by the following:</p>
The education <i>unit</i> implements and monitors a credential recommendation process that ensures that <i>candidates</i> recommended for a credential have met all requirements.	<p>TEAC's Eligibility requirements, that must be met before a program will be considered for accreditation, include the following:</p> <ul style="list-style-type: none"> • The institution giving the program has regional accreditation or equivalent • The program's graduates are eligible for the state's professional license in education.
Standard 2: Unit and Program Assessment and Evaluation	
The education <i>unit</i> implements an <i>assessment and evaluation system</i> for ongoing <i>program</i> and <i>unit evaluation</i> and improvement.	<p>2.1 Rationale for the links</p> <p>TEAC requires that the faculty members have a rationale for their assessments that makes reasonable and credible the links between the assessments and (1) the program goal, (2) the program faculty's claims about student learning, and (3) the program's features. For example, the faculty members who claim that their program prepares <i>reflective practitioners</i> would need to make a case that their ways of assessing <i>reflective practice</i> are reasonable and logical. They would need to show how their assessments are related conceptually to teacher competence and to some program requirements, and that the inferences they hope to make from their assessments could be expected to be valid.</p> <p>3.1 Program decisions and planning based on evidence.</p> <p>The program faculty's decisions and planning are based on evidence of student learning. From time to time, a teach education faculty will decide to modify its curricula, assessments systems, pedagogical approaches, faculty composition, and so forth. TEAC requires evidence that the information derived from faculty's research and inquiry into Quality Principle I and Quality Principle II has a role in improving the program and will continue to have such a role in the future.</p>

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	<p>3.2 Influential quality control system The faculty must have a quality control system in place to examine and evaluate the components of the program's capacity for quality, including, its curriculum, students, faculty expertise, program and course requirements, and facilities.</p> <p>TEAC requires evidence, based on an internal audit conducted by the program's faculty, that the quality control system functions as it was designed, that it promotes the program's continual improvement, and that it yields evidence that supports <i>Quality Principles I and II</i>.</p>
<p>The system collects, analyzes, and utilizes data on candidate and <i>program completer</i> performance and <i>unit</i> operations.</p>	<p>Evidence of Student/Candidate Learning</p> <p>1.1 Subject matter/Professional knowledge Candidates for the degree must learn and understand the subject matters they hope to teach. TEAC requires evidence that the program's candidates acquire and understand these subject matters.</p> <p>1.2 Pedagogical knowledge/ Strategic decision making The primary obligation of the teacher is representing the subject matter in ways that his or her students can readily learn and understand. TEAC requires evidence that the candidates for the program's degree learn how to convert their knowledge of a subject matter into compelling lessons that meet the needs of a wide range of students.</p> <p>1.3 Caring teaching/leadership skill Above all, teachers are expected to act on their knowledge in a caring and professional manner that would lead to appropriate levels of achievement for <i>all</i> their pupils.</p> <p><i>Learning how to learn</i> The liberal arts include a set of intellectual skills, tools, and ideas that enable students to learn on their own. In particular, the program faculty must teach the candidates how to address those parts of their disciplines that could not be taught in the program, but which, as teachers, the candidates will nevertheless be expected to know and use at some later time.</p> <p><i>Multicultural perspectives and understanding</i> Included in the liberal arts is the knowledge of other cultural perspectives, practices, and traditions. TEAC requires evidence that candidates for the degree understand the implications of confirmed</p>

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	<p>scholarship on gender, race, individual differences, and ethnic and cultural perspectives for educational practice.</p> <p>For all persons, but especially for prospective teachers, the program must yield an accurate and sound the links with the program's design, the program's understanding of the educational significance of race, gender, individual differences, and ethnic and cultural perspectives.</p> <p>Technology</p> <p>Increasingly, the tools of a liberal arts education include technology. Programs should give special attention to assuring that the technologies that enhance the teacher's work and the pupil's learning are firmly integrated into their teacher education curriculum. TEAC requires evidence that the program's graduates acquire the basic productivity tools of the profession.</p> <p>3.0 Quality Principle III: Institutional Learning</p> <p>TEAC expects that a faculty's decisions about its programs are based on evidence, and that the program has a quality control system that (1) yields reliable evidence about the program's practices and results and (2) influences policies and decision making.</p> <p>3.1 Program decisions and planning based on evidence.</p> <p>From time to time, a teach education faculty will decide to modify its curricula, assessments systems, pedagogical approaches, faculty composition, and so forth. TEAC requires evidence that the information derived from faculty's research and inquiry into Quality Principle I and Quality Principle II has a role in improving the program and will continue to have such a role in the future.</p> <p>3.2 Influential quality control system</p> <p>TEAC requires that the faculty undertake ongoing inquiry and research into the likely factors associated with the students' accomplishments.</p>
<p><i>Assessment</i> in all <i>programs</i> includes ongoing and comprehensive data collection related to <i>candidate</i> qualifications, proficiencies, and <i>competence</i>, as well as <i>program</i> effectiveness, and is used for improvement purposes.</p>	<p>2.2 Evidence of valid assessment</p> <p>To satisfy <i>Quality Principle II</i>, the faculty must satisfy itself and TEAC that its rationale and the inferences from its assessments are also credible empirically. TEAC requires empirical evidence about the trustworthiness, reliability, and validity of the assessment method, or methods, the faculty employs.</p> <p>3.1 Program decisions and planning based on evidence</p>

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	<p>From time to time, a program faculty will decide to modify its curricula, assessment systems, pedagogical approaches, faculty composition, and so forth. TEAC requires evidence that the information derived from faculty's research and inquiry into <i>Quality Principle I</i> and <i>Quality Principle II</i> has a role in improving the program, and will continue to have such a role in the future.</p> <p>The program faculty's research into <i>Quality Principles I</i> and <i>II</i> entails, for example, the investigation of any local factors that are associated with, and implicated in, student learning and its assessment.</p> <p>To satisfy <i>Quality Principle III</i>, the program faculty must be committed to consistently improving its capacity to offer quality professional education programs. Wherever possible, the program faculty should base the steps it takes to improve the program on evidence derived from its inquiry into the effects various factors have on the assessment of student learning.</p>
Standard 3: Resources	
The <i>institution</i> provides the <i>unit</i> with the necessary budget, <i>qualified personnel</i> , adequate facilities and other <i>resources</i> to prepare <i>candidates</i> effectively to meet the state-adopted standards for educator preparation.	<p>4.3 Facilities, equipment, and supplies</p> <p>The program must demonstrate that the facilities provided by the institution for the program are sufficient and adequate to support a quality program as follows.</p> <p>4.3.1 The program must demonstrate that it has appropriate and adequate budgetary and other resource allocations for program space, equipment, and supplies to promote success in student learning as required by <i>Quality Principle I</i>.</p> <p>4.3.2 The program must have an adequate quality control system to monitor and improve the suitability and appropriateness of program facilities, supplies, and equipment.</p> <p>4.3.3 The facilities, equipment, and supplies that the institution allocates to the program must, at a minimum, be proportionate to the overall institutional resources and must be sufficient to support the operations of the program. The program students, faculty, and staff must have equal and sufficient access to, and benefit from, the institution's facilities, equipment, and supplies.</p> <p>4.4.1 The financial condition of the institution that supports the program must be sound, and the institution must be financially viable.</p> <p>4.4.4 The financial and administrative resources allocated to the program must, at a minimum, be proportionate to the overall allocation of financial resources to other programs at the</p>
Sufficient <i>resources</i> are consistently allocated for effective operation of each credential or <i>certificate</i> program for coordination, admission, advisement, curriculum and <i>professional development</i> , instruction, <i>field-based supervision and/or clinical experiences</i> , and <i>assessment</i> management.	
Sufficient <i>information resources</i> and related personnel are available to meet <i>program</i> and <i>candidate</i> needs.	
A process that is inclusive of all <i>programs</i> is in place to determine resource needs.	

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	institution and must be sufficient to support the operations of the program and to promote success in student learning as required by <i>Quality Principle I</i> .
Standard 4: Faculty and Instructional Personnel	
<i>Qualified persons</i> are employed and assigned to teach all <i>courses</i> , to provide <i>professional development</i> , and to <i>supervise field-based and/or clinical experiences</i> in each credential and <i>certificate program</i> .	<p>TEAC requires evidence of oversight and coordination of the curriculum of the professional teacher education program. The entity responsible for the program may be an administrative department, school, program, center, institute, or faculty group. It may be as large as the entire college or university or as small as a committee of faculty and staff who have direct authority and responsibility for those aspects of the program that pertain to TEAC's quality principles. Because of the variety of structures among institutions, TEAC uses the term <i>faculty</i> to represent this entity. TEAC's standard for the quality of the program faculty is the presence of the following attributes in the faculty:</p> <p>4.2.1 The program faculty members must approve the <i>Inquiry Brief</i> or <i>Inquiry Brief Proposal</i> and accept the preparation of competent, caring, and qualified educators as the goal for their program.</p> <p>4.2.2 The <i>Inquiry Brief</i> must demonstrate the faculty's accurate and balanced understanding of the disciplines that are connected to the program.</p> <p>4.2.3 The program faculty members must be qualified to teach the courses in the program to which they are assigned, as evidenced by advanced degrees held, scholarship, contributions to the field, and professional experience. TEAC requires that a majority of the faculty members hold a graduate or doctoral level degree in subjects appropriate to teach the education program of study and curricula. The program may, however, demonstrate that faculty not holding such degrees are qualified for their roles based on the other factors stated above.</p> <p>4.2.4 The program faculty's qualifications must be equal to or better than those of the faculty across the institution as a whole: e.g., proportion of terminal degree holders, alignment of degree specialization and program responsibilities, proportions and balance of the academic ranks, and diversity (see also 4.4.4).</p>
<i>Instructional personnel</i> and <i>faculty</i> have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning,	4.2.3 The program faculty members must be qualified to teach the courses in the program to which they are assigned, as evidenced by advanced degrees held, scholarship, contributions to the field, and professional experience. TEAC requires that a majority of the faculty members hold a graduate or doctoral level

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<i>scholarship, and service.</i>	degree in subjects appropriate to teach the education program of study and curricula. The program may, however, demonstrate that faculty not holding such degrees are qualified for their roles based on the other factors stated above.
They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.	4.2.4 The program faculty's qualifications must be equal to or better than those of the faculty across the institution as a whole: e.g., proportion of terminal degree holders, alignment of degree specialization and program responsibilities, proportions and balance of the academic ranks, and diversity (see also 4.4.4).
They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.	4.2.3 The program faculty members must be qualified to teach the courses in the program to which they are assigned, as evidenced by advanced degrees held, scholarship, contributions to the field, and professional experience. TEAC requires that a majority of the faculty members hold a graduate or doctoral level degree in subjects appropriate to teach the education program of study and curricula. The program may, however, demonstrate that faculty not holding such degrees are qualified for their roles based on the other factors stated above.
They collaborate regularly and systematically with colleagues in <i>P-12</i> settings/college/university <i>units</i> and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.	
The <i>institution</i> provides <i>support</i> for <i>faculty</i> development.	4.4.2 The program must demonstrate an appropriate level of institutional investment in and commitment to faculty development, research and scholarship, and national and regional service. The program faculty's workload obligations must be commensurate with those the institution as a whole expects in hiring, promotion, tenure, and other employment contracts.
The <i>unit</i> regularly <i>evaluates</i> the performance of <i>course instructors</i> and <i>field supervisors</i> , <i>recognizes</i> excellence, and retains only those who are consistently effective.	4.7 Student feedback The quality of a program depends upon its ability to meet the needs of its students. One effective way to determine if those needs are met is to encourage students to evaluate the program and express their concerns, grievances, and ideas about the program. The faculty is asked to provide evidence that it makes a provision for the free expression of student feedback about the program and responds to student views and complaints. 4.7.1 The institution is required to keep a file of student feedback and complaints about the program's quality, and the program's response. The program must provide TEAC with access to those

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	records, including resolution of student grievances. 4.7.2 Complaints from students about the program’s quality must be proportionally no greater or more significant than complaints made by students in the institution’s other programs.
Standard 5: Admission	
In each professional preparation program, applicants are admitted on the basis of well-defined <i>admission criteria</i> and procedures, including all Commission-adopted requirements.	4.6 Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising The institution that offers the program must publish in its catalog, or other appropriate documents distributed to students, information that fairly and accurately describes the program, policies, and procedures directly affecting admitted students in the program; charges and refund policies; grading policies; and the academic credentials of faculty members and administrators. As part of its audit, TEAC examines the program catalog, Web pages, or other descriptive publications (including those that contain the program’s academic calendar, a list of faculty teaching in the program, and a description of the program’s history and guiding philosophy) to ensure that they are both accurate and consistent with the claims made in the <i>Brief</i> . 4.6.1 Admissions and mentoring policies must encourage the recruitment and retention of diverse students with demonstrated potential as professional educators, and must respond to the nation’s need for qualified individuals to serve in high-demand areas and locations. 4.6.2 The program or institution must distribute an academic calendar to students. The academic calendar must list the beginning and end dates of terms, holidays, and examination periods. 4.6.3 Claims made by the program in its published materials must be accurate and supported with evidence. Claims made in the <i>Inquiry Brief</i> regarding the program must be consistent with, and inclusive of, claims made about the program that appear in the institution’s catalog, mission statements, and other promotional literature. 4.6.4 The program must have a fair, equitable, and published grading policy. (This policy may also be the institution’s grading policy.)
<i>Multiple measures</i> are used in an <i>admission</i> process that encourages and <i>supports</i> applicants from diverse populations.	
The <i>unit</i> determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.	
Standard 6: Advice and Assistance	
Qualified members of the unit are assigned and available to advise applicants and candidates about their	4.5 Student support services The program must make available to students regular and sufficient services such as counseling, career placement, advising, financial

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academic, professional and personal development, and to assist each <i>candidate's professional placement</i> .	aid, health care, and media and technology support. 4.5.1 Services available to students in the program must be sufficient to support their success in learning (<i>Quality Principle I</i>) and successful completion of the program. 4.5.2 The program must monitor the quality of the student support services to ensure that they contribute to student success in learning (<i>Quality Principle I.</i>) 4.5.3 Support services available to students in the program must, at a minimum, be equal to the level of student support services provided by the institution as a whole.
Appropriate information is accessible to guide each candidate's attainment of all program requirements.	
The <i>institution</i> and/or <i>unit</i> provide <i>support</i> and assistance to candidates and only retains <i>candidates</i> who are suited for entry or advancement in the education profession.	
Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.	
Standard 7: Field Experience and Clinical Practice	
The <i>unit</i> and its <i>partners</i> design, implement, and regularly <i>evaluate</i> a planned sequence of <i>field-based</i> and <i>clinical experiences</i> in order for <i>candidates</i> to develop and demonstrate the knowledge and skills necessary to educate and <i>support</i> all <i>students</i> effectively so that <i>P-12 students</i> meet state-adopted academic standards.	1.2 Pedagogical knowledge/ Strategic decision making The primary obligation of the teacher is representing the subject matter in ways that his or her students can readily learn and understand. TEAC requires evidence that the candidates for the program's degree learn how to convert their knowledge of a subject matter into compelling lessons that meet the needs of a wide range of students.
For each credential and <i>certificate program</i> , the <i>unit</i> collaborates with its <i>partners</i> regarding the criteria for selection of school sites, effective <i>clinical personnel</i> , and site-based <i>supervising personnel</i> .	
<i>Field-based work</i> and/or <i>clinical experiences</i> provide <i>candidates</i> opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help <i>candidates</i> develop research-based strategies for improving student learning.	<i>Multicultural perspectives and understanding</i> Included in the liberal arts is the knowledge of other cultural perspectives, practices, and traditions. TEAC requires evidence that candidates for the degree understand the implications of confirmed scholarship on gender, race, individual differences, and ethnic and cultural perspectives for educational practice. For all persons, but especially for prospective teachers, the program must yield an accurate and sound the links with the program's design, the program's understanding of the educational significance of race, gender, individual differences, and ethnic and cultural perspectives.

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Standard 8: District-Employed Supervisors	
<i>District-employed supervisors</i> are <i>certified</i> and experienced in either teaching the specified content or performing the services authorized by the credential.	Nothing comparable in TEAC's principles or standards
A process for selecting <i>supervisors</i> who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.	Nothing comparable in TEAC's principles or standards
<i>Supervisors</i> are trained in <i>supervision</i> , oriented to the <i>supervisory</i> role, <i>evaluated</i> and <i>recognized</i> in a systematic manner.	Nothing comparable in TEAC's principles or standards
Standard 9: Assessment of Candidate Competence	
<i>Candidates</i> preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and <i>support</i> effectively all <i>students</i> in meeting the state-adopted academic standards.	Evidence of Student/Candidate Learning 1.1 Subject matter/Professional knowledge Candidates for the degree must learn and understand the subject matters they hope to teach. TEAC requires evidence that the program's candidates acquire and understand these subject matters. 1.2 Pedagogical knowledge/ Strategic decision making The primary obligation of the teacher is representing the subject matter in ways that his or her students can readily learn and understand. TEAC requires evidence that the candidates for the program's degree learn how to convert their knowledge of a subject matter into compelling lessons that meet the needs of a wide range of students.
<i>Assessments</i> indicate that <i>candidates</i> meet the Commission-adopted <i>competency requirements</i> , as specified in the program standards.	2.0 Quality Principle II: Valid Assessment of Student/Leader Learning TEAC expects program faculty to provide (1) a rationale justifying its claims that the assessment techniques it uses are reasonable and credible, and (2) evidence documenting the reliability and validity of the assessments.